

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p><u>Questions to Focus Learning</u></p> <p>How can comparisons, categories, and analogies deepen readers' understanding of relationships in the text?</p> <p>Authors clarify complex relationships (among people, their ideas, and the events they experience) through comparisons, analogies, and categorizing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know connections are relationships or similarities. I know distinctions are differences. I know analogies are comparisons used to show relationships. I know texts use comparisons, analogies, and categories to show similarities and differences among individuals, ideas, or events.</p> <p><i>Reasoning Targets</i></p> <p>I can identify the relationships among people, events, and ideas in a text. I can explain in detail the similarities and differences between people, events, and ideas in a text. I can explain in detail how using comparisons, analogies, or categories helps to clarify relationships among people, ideas, and events in a text. I can analyze how the relationships among individuals, ideas, or events create the overall message of the text.</p> <p><u>Vocabulary</u></p> <p>analogies connections distinctions</p>

	<p><u>Teacher Tips</u></p> <p>Cosmic Questions - A lesson in which students analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>Let it grow: An inquiry-based organic gardening research project - In this lesson from ReadWriteThink, students learn about organic gardening by developing their own research questions, conducting research, and gardening at their school.</p> <p><u>Vertical Progression</u></p> <p>RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
--	---

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.8.3](#)